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# **Magnet School**

## **Annual Report**

### **2013-2014**

**CREC Academy of Aerospace and Engineering**  
**PreK 3-Grade 12**



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**CREC Academy of Aerospace and Engineering**

Name of School

**Elementary School:** 525 Brook Street, Rocky Hill, CT 06067  
**Middle School:** 1289 Blue Hills Avenue, Bloomfield, CT 06002  
**High School:** 15 Vernon Street, Hartford, CT 06106

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Address

**Elementary School:** 860-529-1652  
**Middle School:** 860-243-0857  
**High School:** 860-7576316

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Phone

**Elementary School:** [ghills@crec.org](mailto:ghills@crec.org)  
**Middle School:** [dbolton@crec.org](mailto:dbolton@crec.org)  
**High School:** [pbrenton@crec.org](mailto:pbrenton@crec.org)

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E-Mail

**Elementary School:** Gayle Hills, Principal  
**Middle School:** Delores Bolton, Principal  
**High School:** Paul Brenton, Principal

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Director or Principal

**Participating (formally) School Districts**

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All districts are eligible.

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## *Information for Statewide Policymakers*

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)**

CREC employed a diversified and aggressive marketing strategy to increase the number of students applying for CREC schools. This targeted marketing plan included specific strategies for Hartford families, suburban families, and communities for which we have not had a significant applicant pool in past lotteries. Through an intensive community outreach campaign, we were able to reach a number of applicants from families where English is their second language. This year's marketing campaign included direct mail, advertising through social media, radio and television commercials, community events, application events, and various other outreach opportunities through our community partners. In addition to the district-wide marketing strategies, each CREC magnet school offered open houses and in-school events, presentations at magnet school fairs, and direct outreach to parents and students in both Hartford and suburban district public schools. As in previous years, CREC continued to see an increase in the number of applicants to a CREC school.

Students at AAE represent 43 different suburban, urban, and rural cities and towns. We participate in five Regional School Choice Office (RSCO) Recruiting Fairs as well as numerous Open Houses each school year to expose students and their families to our unique programs and curriculum. Our marketing plan ensures that we actively target and recruit students from all racial and ethnic backgrounds, students from households of low socioeconomic status, and English Language Learners. We visit local companies involved in STEM related fields to pass out flyers to their employees, create banners promoting the school and produce videos explaining our magnet theme. Part of our enhanced outreach to female students was setting up a display at the New England Air Museum "Woman in Flight Day," which was attended by in excess of 1000 participants, 500 or more were Girl Scouts and their leaders as well as numerous families. We have reached out to the Hartford area Girl Scouts Council and have done presentations for troop leaders from Hartford, East Hartford, East Granby, and other surrounding suburban areas.

We have continued our STEM career program called “*Discover Your Future*.” This program, which served over 80 5<sup>th</sup> and 6<sup>th</sup> graders, was very important in getting our school known and appreciated by our potential enrollees. The *Discover Your Future* program was a resounding success and a source of pride for AAE MS and HS. During the spring of 2014, AAE hosted a Saturday “*Explorations*” program for 6<sup>th</sup> and 7<sup>th</sup> graders (and their parents/guardians) from around Hartford County to give students a taste of the program and to increase interest as well as enrollment. When the results of the lottery were announced, AAE staff made phone calls to all accepted applicants and sent out acceptance packages to be completed and returned. Other spring recruitment activities included a “Shadow Day,” where current 8<sup>th</sup> graders came to AAE High School to learn about a typical day at AAE. Likewise new incoming 6<sup>th</sup> graders shadowed present 6<sup>th</sup> graders.

We are currently running another program call *The Equal Program* for 95- 5<sup>th</sup> and 6<sup>th</sup> graders. This program hosts new recruits on seven Saturdays throughout the academic year. The program is funded through an inter-district grant and includes Hartford and other priority school districts. Students are immersed in STEM activities. Finally, this year, we continued to expand our marketing materials to include more in-depth information related to our magnet theme. All materials, including our Program of Studies, are available to families in both English and Spanish.

**2) Describe your school’s professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.**

Professional development for staff at the Capitol Region Education Council (CREC) is designed to enhance the knowledge, skills, and attitudes of its educators so that they can improve student learning. The year’s sessions focused on providing teachers with the tools needed to implement new national and state standards into all curricula, grades PreK-12.

**Teachers’ Academy**

CREC identifies and delivers essential professional development for its new teachers at the start of each school year through its Teachers’ Academy. This three-day event provides participants with the unique knowledge and skills that are essential for success as an instructor in our theme-based interdistrict magnet schools. While all certified educators who are in their first three years of employment with CREC are required to participate, returning teachers are also encouraged to register for sessions of interest. Over eighty workshops were offered in August of 2013. Topics included “Effective Strategies for Close Reading,” “Flipped Learning,” “Including Primary Sources into the Social Studies Classroom,” “How to Use Manipulatives in the Mathematics Classroom,” and “Strategies to Support Young Learners.” Over 350 staff members attended CREC’s Teachers’ Academy this year.

**Teachers’ College Reading & Writing Workshop Project**

CREC's schools continued to work with Columbia University’s Teachers’ College Reading and Writing Project (TCRWP) in an effort to build our capacity to meet the expectations of the Common Core State Standards. Staff developers from Teachers' College divide their time during professional development days by demonstrating strategies related to writing, reading and content-area literacy by coaching teachers, providing them with feedback and

next-step goals, helping them to use and learn performance assessments, and preparing them for upcoming units of study.

### **Common Core State Standards**

CREC Schools continued to implement Common Core Standards across all schools. Ongoing professional development was offered throughout the year to ensure fidelity of implementation.

### **Shared Inquiry Training**

CREC Schools continued its work with the Great Books Foundation to support the teachers' use of the shared inquiry approach within its classrooms. The "shared inquiry" approach for reading and discussing literature engages students in higher-order thinking and collaborative problem-solving by emphasizing questioning, text-based support and student discourse. While new teachers to CREC received the initial training, returning educators used the continued work with Great Books to receive feedback on how to maximize the quality of student discourse that takes place in their classroom.

### **Academic Rigor and Instruction**

CREC Schools continued to use tools for rigor, relevance and relationships developed by the International Center on Leadership in Education for grades K-12. We began adapting and using rubrics from Ed Leader21, specifically to assess communication, critical thinking, creativity and collaboration. In addition, modules on Academic Rigor and Shared Inquiry were offered through the Blended Solutions grant.

### **Monthly Book Study Groups**

The district's curriculum leaders facilitated monthly book study groups throughout the school year for all teachers. Book study groups promote conversations among teachers and school staff that lead to the application of new ideas and strategies in classrooms. Teachers had the opportunity to share insights, ask questions of the text and each other, and learn from the perspectives of other teachers across the district. Facilitated discussions on strategies that can be applied directly in the classroom, the potential obstacles to implementation, and what can be done to overcome these obstacles take place each month. *Maximizing Professional Capital* was one of the books discussed in the monthly study groups.

### **Next Generation Science Standards**

While Connecticut has not yet adopted the Next Generation Science Standards, CREC's teachers began conversations about how the *Framework* and NGSS standards may be implemented. Following the recommendations from the Connecticut State Department of Education, CREC's staff examined the eight Science and Engineering Practices described in the [Framework for K-12 Science Education](#), learned about the knowledge components inherent in each of the eight Practices, explored how students' abilities to use the Practices with specific content increases in complexity across the grades, and learned to design instructional outcomes that integrate all 3 Dimensions by combining one of the Practices with a science concept and a crosscutting theme.

### **Early Childhood**

Professional development for CREC's early childhood teachers centered on becoming familiar with the Connecticut's new Early Learning and Development Standards, which were released this past school year. Our teachers had the opportunity to attend a series of Dine and Discuss sessions, which followed the Office of Early Childhood's roll out model. CREC PreK teachers continued to enhance instructional methods through professional development sessions aligned to early language and literacy using the *Literacy Beginnings: A Prekindergarten Handbook* by Fountas and Pinnell. This handbook, along with new standards, provided the foundation for school based professional development and PLCs.

### **Positive Behavior Support System (PBIS)**

All CREC schools have implemented a PBIS system in their schools. District wide training of teams and coaches took place throughout the year.

### **Magnet Theme Professional Development**

On average, teachers meet 4-7+ hours a month with the Magnet Theme Coaches. Teachers at the Elementary School meet weekly with the theme coach. The coach also supports teachers in classrooms side-by-side as they deliver science instruction. PK teachers and the theme coach participated in the Cultivating Young Scientists program and the entire staff participated in a professional development with Project Learning Tree. All teachers in the middle school meet on a weekly basis in grade level/subject teams with the Magnet Theme Coach on Magnet Theme Thursdays. There are also numerous scheduled and impromptu meetings with the Magnet Coach throughout the week as well as a regular monthly whole staff meeting in which the magnet coach provides instruction/professional development related to the magnet theme. In the high school, the Magnet Theme Coach meets regularly with teachers, particularly in non-discrete courses and for Magnet Unit development to review and make changes as necessary given the school goals and faculty needs. This past year there has been much work on revising the American History curriculum to add theme units. Curriculum has been written for our new discrete classes in Aerospace Engineering and Maritime Engineering and for the Project Lead the Way course in Principles of Engineering. Moreover, teachers participate in numerous other on-site and off-site professional development opportunities related to our theme. Some teachers travel to conferences and workshops as a department and others attend on their own and share their learning with their colleagues.

### **3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.**

The Academy of Aerospace and Engineering builds student skills and interest in Science, Technology, Engineering and Math (STEM) areas. At our Elementary School, students are introduced to the basics of science inquiry and engineering. The science curriculum is integrated with the Teachers' College Reading and Writing Project Units of Study. Each unit also has a related engineering project. Field trips to and school visits from the Roaring Brook Nature Center and the Children's Museum are scheduled throughout the school year. Elementary students are exposed to technology in the form of iPads and desktop computers. This technology is used throughout all disciplines including Art, Music and PE. In grades six through nine, student skills and interests are built by providing a sound foundation in

mathematics. Following a rigorous middle school curriculum themed in aerospace and engineering, students enter the secondary level and enroll in a program of study which requires all students to spend over half of their academic day in STEM coursework. This strong foundation allows our students to enroll in advanced elective courses not offered by other secondary schools in Connecticut. A sampling of our advanced courses include: AP Calculus BC, Linear Algebra, Multivariable Calculus, Differential Equations, AP Statistics, AP Computer Science, Classical Mechanics AP physics C, Nuclear Chemistry and Physics, Thermodynamics and Fluid Flow, Material Science, Robotics, Electronics, Photonics, Astronomy, Geology of National Parks, River Ecology Field Study, AP Chemistry, Environmental Science, AP Biology, Molecular Biology, Biodiversity and Forensic Science.

The Academy of Aerospace and Engineering also values experimentation and inquiry based learning. The academy utilizes state of the art technology to teach students how to do science in an authentic manner. Beginning in grade 10, students are issued laptop computers and are expected to use a wide variety of programs to collect data, analyze data, prepare reports and design presentations. In addition, our science labs rival many university undergraduate science labs in terms of experimental equipment. The physics department and chemistry department have fully integrated computer technology into data collection for experiments. The biology and chemistry department utilize UV and Visible spectrophotometers, cell growth chambers, gas chromatograph, gel electrophoresis and other advanced equipment throughout the curriculum.

In addition, we have programs that provide pathways to careers in the STEM areas, including a mentorship program with Kaman Aircraft and Hamilton-Sundstrand, a distinguished speaker series, an annual career symposium, and an internship program. Speakers for the speaker series have included medical doctors, astronauts, actuaries, engineers, and CEOs. The career symposium offers students a wide variety of information about careers in the stem related fields from current professionals in those areas. The internship program provides real world job skills and experience for our students transitioning to college and universities. In addition, many staff members have advanced degrees in their fields or extensive experience outside of education, which facilitates a broader and more career focused curriculum.

**4) Describe the manner in which you promote replication of your school's best practices with regular public schools.**

CREC has developed the Blended Solutions website to share best practices with their colleagues in the Hartford Public Schools. Blended Solutions offers a continuum of professional development for Hartford and CREC teachers through a mixture of online and face-to-face sessions that are aligned to Connecticut Common Core Standards, the Common Core Teaching Domains and the State Board of Education's Position Statement on Culturally Responsive Education. The site includes a library of resources, as well as videos that demonstrate CREC teachers providing high quality, research- based instruction within highly effective magnet school classrooms. Currently there are eight modules for professional learning available and over forty videos.

This spring, Academy of Aerospace and Engineering served as a host school for the National Magnet Schools of America Conference, where teachers from all over the country came to tour the school and attend workshops formed and conducted by AAE teachers, staff, and



students. The middle school administrators presented a workshop on “Magnet School Leadership that Sustains,” to a group of forty principals from all over the country. In addition, representatives from the US Department of Education visited AAE and wrote an article about the school’s success in educating urban students. Academy of Aerospace and Engineering was also recognized by US News and World Reports for being the top high school in the state of Connecticut and rated as number 15 in the nation. The middle and high schools were both featured in separate episodes of nationally syndicated Nick News sponsored by Nickelodeon. Finally, our middle school students were featured on a WFSB local news segment of *Cool Schools* featuring many of the innovative ways that our students are exposed to the magnet theme throughout the whole curriculum.

**5) Describe your school’s two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.**

The two greatest challenges facing the Academy of Aerospace and Engineering are supporting the needs of a diverse group of learners to meet the standards measured by our state assessments and gathering background data on students to provide appropriate interventions upon their arrival.

CSDE may best support our attainment of 2014-15 school goals by supporting and extending opportunities for professional learning around state assessments and how these assessments transition into the new Common Core curriculum. In particular, providing training on the scoring of the Smarter Balanced test, enabling more teachers to understand the standards upon which these assessments are built, the scoring of the assessments, and the sharing of anchor sets and best practices for teaching and learning. Secondly, CSDE can work to further develop the feeder reports, particularly attached to incoming middle and high school students, in a timely manner so that data on new magnet students will be readily available early in the admissions process to support the earliest intervention and appropriate placement possible.

**6) Provide the number of applications received by grade and town of residence; as of date of lottery.**

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

**7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)**

**\*NOTE:** The above information is managed by the SDE and can be obtained through the Department of Education and the Regional School Choice Office (RSCO).

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any

student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



### ***Financial Information***

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

1. ☒ At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2. ☒ At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3. ☒ All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
4. ☒ Grievance procedures for students have been adopted and published.
5. ☒ Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

6. The following have been notified of a policy of nondiscrimination.
  - ☒ applicants for admission and employment
  - ☒ students and parents of students
  - ☒ employees
  - ☒ sources of referral of applicants
  - ☒ unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - ☐ local newspapers
  - ☐ school newspapers and magazines
  - ☒ memoranda's or other written communications distributed annually to each student and employee
  - ☒ announcements, bulletins, catalogs, student and faculty handbooks
  - ☒ application forms
8. ☒ The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9. ☒ Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]



*Financial Attachments*

# BUDGET FORM

Created On: 5/28/2014

**ED 114**

**Fiscal Year:** 2014

**Grantee Name:** CREC

**Grantee:** 241-000

**Funding Status:** Final

**Vendor ID:** 00241

**Grant Title:** MAGNET SCHOOL OPERATING

**Project Title:** ACADEMY OF AEROSPACE AND ENGINEERING (PK-5)

**Fund:** 11000

**SPID:** 17057

**Year:** 2014

**PROG:** 82062

**CF1:** 170031

**CF2:** SDE00208

**Grant Period:** 7/1/2013 - 6/30/2014

**Authorized Amount:** \$2,318,346

**Project Code:** SDE0000000000002

## AUTHORIZED AMOUNT BY SOURCE:

**LOCAL BALANCE:**

**CARRYOVER DUE:**

**CURRENT DUE:** \$2,318,346

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	125,000
111B	INSTRUCTIONAL	1,164,325
112A	EDUCATION AIDES	239,030
112B	CLERICAL	70,500
119	OTHER	110,000
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	469,338
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	38,335
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
7	ADMINISTRATIVE SUPPLIES	
990	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	101,818
	<b>TOTAL</b>	<b>\$2,318,346</b>

**Original Request Date:** 10/4/2013

**This budget was approved by Regina Hopkins on 5/15/2014.**

Magnet School Name: Aerospace Elementary School: 2013-2014School Code: 2410714

## SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object

Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. \*

			OBJECT					
LINE	CODE	FUNCTION (Program Area)	Total	Salaries	Employee Benefits	Purchased Services	Supplies	Property
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)
1202	1000	Program Expenditures	2,771,056	1,136,369	322,796	159,433	201,169	951,289
1203	2100	Support Services-Students	374,034	260,020	64,285	47,900	1,829	-
1204	2200	Improvement of Instructional Services	210,884			210,884		-
1205	2300	Support Services - General Admin.	151,215			151,215		
1206	2400	School Based Administration	240,984	193,437	47,547			
1207	2600	Operation and Maintenance of Plant Svc.	3,385,620			3,209,814	175,806	
1208	2700	Student Transportation Services	-			-		
1209	2500	Support Services	35,800			16,972	15,224	3,605
	2900		39,676			39,676		
1210	3100	Net Expenditures for Food Services	-			-		
1211	3200	Net Expenditures for Enterprise Operations	-					
1212		Indirect Overhead	158,852					
1213		TOTAL	7,368,121	1,589,826	434,628	3,835,894	394,027	951,289
								3,605

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

Magnet School Name: Aerospace Elementary School  
2013-2014

School Code: 2410714

<b>SCHEDULE 2: Revenues by Source</b>		
<b>Include all projected revenues for the school</b>		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	xxxx State Grants**	
	221 students @ \$10,443	\$2,307,903
	145 PreK students tuition @ \$4,045	586,525
222	1920 Contributions	174
226	xxxx Other Sources of Revenue**	
	Special Ed Services	215,714
	Local Tuition 221 students @\$4,045	302,206
	Before and Aftercare	104,077
	Care 4 Kids	568
	Bond Funds	3,720,593
	Fund Balance	130,360
299	Total	\$7,368,121

# BUDGET FORM

Created On: 5/28/2014

## ED 114

Fiscal Year: 2014  
Grantee Name: CREC  
Grant Title: MAGNET SCHOOL OPERATING  
Project Title: ACADEMY OF AEROSPACE & ENGINEERING  
Fund: 11000  
Grant Period: 7/1/2013 - 6/30/2014  
Project Code: SDE000000000002

Grantee: 241-000  
Funding Status: Final  
Vendor ID: 00241  
CF1: 170031  
CF2: SDE00174  
Authorized Amount: \$5,868,966

### AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE:

CARRYOVER DUE:

CURRENT DUE: \$5,868,966

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	595,903
111B	INSTRUCTIONAL	3,678,572
112A	EDUCATION AIDES	98,620
112B	CLERICAL	453,649
119	OTHER	404,302
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	385,482
321	TUTORS	
322	IN SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
510	STUDENT TRANSPORTATION SERVICES	
530	COMMUNICATIONS	
560	TUITION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
?	ADMINISTRATIVE SUPPLIES	
690	OTHER SUPPLIES	
700	PROPERTY	
890	OTHER OBJECTS	
940	INDIRECT COSTS (Prior FY2015)	252,438
	TOTAL	\$5,868,966

Original Request Date: 9/10/2013

This budget was approved by Regina Hopkins on 5/14/2014.

15493(ms) = \$3,231,290

15490(HS) = \$2,637,676



Magnet School Name: Academy Of Aerospace & Engineering--Middle & High School : 2013-2014 School Code: 2415114

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object

Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. \*

			OBJECT					
LINE	CODE	FUNCTION (Program Area)	Total	Salaries	Employee Benefits	Purchased Services	Supplies	Property
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)
1202	1000	Program Expenditures	5,521,340	3,919,759	856,917	221,395	234,988	288,281
1203	2100	Support Services-Students	841,639	576,492	137,445	126,533	1,169	-
1204	2200	Improvement of Instructional Services	63,708			63,708		-
1205	2300	Support Services - General Admin.	382,806			382,806		
1206	2400	School Based Administration	792,247	653,232	139,015			
1207	2600	Operation and Maintenance of Plant Svc.	958,791			860,666	98,124	
1208	2700	Student Transportation Services	36,557			36,557		
1209	2500	Support Services	119,371			58,346	54,852	6,174
	2900		192,387			192,387		
1210	3100	Net Expenditures for Food Services	(4,130)			(4,130)		
1211	3200	Net Expenditures for Enterprise Operations	-					
1212		Indirect Overhead	411,452					
1213		TOTAL	9,316,168	5,149,484	1,133,377	1,938,268	389,133	288,281
								6,174

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

Magnet School Name: Academy of Aerospace & Engineering--Middle & High Sch School Code: 2411514  
2013-2014

<b>SCHEDULE 2: Revenues by Source</b>		
<b>Include all projected revenues for the school</b>		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	xxxx State Grants**	
	562 students @ \$10,443	\$5,868,966
	Summer School	61,788
221	xxxx Federal Grants**	
	Title I	20,214
222	1920 Contributions	719
226	xxxx Other Sources of Revenue**	
	Special Ed Services	634,971
	Local Tuition 562 students @ \$5,195	2,865,589
	Other revenue	2,400
	Bond funds	156,687
299	Total	\$9,611,334